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ABSTRACT

This monograph presents information from the American Association of Colleges for Teacher Education (AACTE)-MetLife Institute on Culturally Responsive Practice. The Institute brought together 34 practicing P-12 teachers from 21 states and U.S. territories to read, reflect on, and share their ideas about what it means to teach in diverse classrooms and to think about the policy implications of their conversations. The teachers (MetLife fellows) worked with national scholars to develop a set of recommendations for policymakers to consider in the areas of: (1) practice and pedagogy, (2) curriculum reform, (3) social context, (4) content standards and student assessment, and (5) professional development. The monograph lists the 1997-1998 MetLife Fellows and includes a brief biography on each individual. It also briefly describes the six resource kits the Fellows received during the course of the Institute and describes in detail one piece in order to offer an example of the materials provided and the issues addressed in the exchanges. Finally, the monograph offers detailed biographies on the Institute's seven exchange facilitators. (Contains 11 references.) (SM)

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Culturally Responsive Teachers Inform the Reform Agenda:

Recommendations for Policy and Practice

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Institute on Culturally Responsive Practice
American Association of Colleges for Teacher Education

Culturally Responsive Teachers Inform the Reform Agenda:

Recommendations for Policy and Practice

Institute on Culturally Responsive Practice
American Association of Colleges for Teacher Education

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Contents

Foreword v

Introduction 1

Summary and Recommendations

- Practice and Pedagogy 4
- Curriculum Reform 6
- Social Context 8
- Content Standards and Student Assessment 10
- Professional Development 13
- Notes & References 15

The 1997-1998 AACTE-MetLife Fellows 16

Culturally Responsive Practitioners' Exchange No.3:
Practice and Pedagogy Gloria Ladson-Billings 25

Culturally Responsive Practitioners' Exchange Facilitators 28

Foreword

Renewal of America's schools depends on ensuring that the effort is authentic and has meaning for those who create the learning environment for students. In the final analysis, teachers are the critical variables for students' well-being in school. Qualified teachers make the difference!

Policymakers have made significant strides in broadening the base of educational reform. Policy recommendations are seldom the work of a few individuals who are isolated from the challenging world of the public school classroom. Increasingly, policymakers know that they must listen to the practitioner. And these teachers are helping to shape school renewal strategies; their voices are sought, included, and attended to in policy deliberations. Why? Because, as this volume notes, their voices are likely to be more authentic than others in that they represent those who are in the field, in schools and classrooms with real children, facing real teaching and learning challenges on a daily basis. They are voices that cannot be excluded or dismissed.

Of particular value is the acute wisdom of those practitioners who have successfully instructed and engaged the diverse students found in many of today's classrooms. Capturing the knowledge and expertise possessed by successful teachers of color is especially critical today when it appears likely that many of these teachers will soon retire from teaching and will not be replaced by other teachers of color. What can these experienced, talented educators tell policymakers to ensure that renewal efforts reach all classrooms and all students?

Supported by the Metropolitan Life Foundation (MetLife), AACTE created the AACTE-MetLife Institute on Culturally Responsive Practice. The Institute brought together 34 practicing P-12 teachers to read, reflect, and share their ideas about what it means to teach in diverse classrooms and to think about the policy implications of their conversations. The result was a powerful experience for everyone.

Their thoughtful discussions are documented in *Culturally Responsive Teachers Inform the Reform Agenda.* Focusing on key educational issues, these teachers, the AACTE-MetLife Fellows, working with national scholars, developed a set of recommendations for policymakers to consider. The reader will find that the recommendations include useful, sometimes provocative, reminders and sound pedagogy. These are indeed master teachers with a deep understanding of what it means to teach students from diverse backgrounds. These voices are reasoned and thoughtful and must be carefully considered in any discussion of renewal policies in education.

Allen Glenn
President AACTE
October 1998

Introduction

Despite the best efforts of many great thinkers and strategists, this nation has been unable or unwilling to craft a system of schooling that educates all children of compulsory school age to reach their potential. Youngsters who live in poverty, who are members of certain racial, ethnic, and/or linguistic groups, or who are exceptional in their abilities are rapidly becoming a majority of our school population. These students are also more likely to be slated for failure in society than for success (Dilworth & Brown, in press). Troubled, unproductive, and self-destructive adult behaviors too often evolve from inadequate schooling. Because teachers are major arbiters in the learning process, regardless of school condition, they can be the lynchpins of efforts to equitably and productively educate all of the nation's children. The report of the National Commission on Teaching and America's Future (1996), *What Matters Most: Teaching for America's Future,* states, "A caring, competent, and qualified teacher for every child is the most important ingredient in education reform and, we believe, the most frequently overlooked" (p. 3).

> ***"Educators need to know what happens in the world of the children with whom they work. They need to know the universe of their dreams, the language with which they skillfully defend themselves from the aggressiveness of their world, what they know independently of the school, and how they know it."***
>
> Paulo Freire

Fortunately, we have come to understand the value of incorporating the voices of teachers in our search for policies to enhance and improve teachers' classroom practice and students' academic achievement. Standards development, professional development schools, and site-based management are among the change strategies and innovations that recognize the importance of the teacher's voice in decision making.[1] Teachers can contribute significantly to policy formulation; they serve as a "reality check" for how policies are likely to play out in the classroom and provide the perspective of the professionals most intimately involved in the learning process. Education literature suggests that historically, teachers of color have been excluded from critical policy discussions to an even greater degree than their white peers. We know that bringing teachers of color and others who have fine-tuned their skills in diverse classrooms into conversations about effective practice at the building, district, and national levels can potentially enrich the professional knowledge base and make schools more compatible with diverse learners.

Capturing the voices of teachers of color has become more critical because, as a group, they represent a fairly small percentage of the nation's teaching force. These teachers tend to be older and closer to retirement and are not being replaced at a comparable rate. Thus, we face the prospect of having more and more African, Hispanic, Asian/Pacific Island, Native American, and immigrant students in our schools and fewer and fewer teachers with similar backgrounds (*Task Force,* 1997).

With these understandings and with support from the Metropolitan Life Foundation (MetLife), the American Association of Colleges for Teacher Education (AACTE) established in 1996 the AACTE-MetLife Institute on Culturally Responsive Practice. The overall purpose of the program is to serve as a conduit to the policy, practitioner, and research communities for the beliefs, insights, and knowledge of teachers of color and others about practices that are effective in educating children from racially, ethnically, and linguistically diverse communities.

> ***"I think the Institute is playing an important role in giving voice to the significance of cultural responsibility in education....I don't think we can ever underestimate the need to keep these ideas in the public arena...my acknowledged participation has encouraged school members to call upon me and particularly my classroom to observe and to discuss culturally responsible curriculum and practices."***
>
> Kathy Bench-Martin
> Waldo Middle School
> Salem, Oregon

The 1997-98 program supported 34 AACTE-MetLife Fellows who are practicing PK-12 teachers from 21 states and U.S. territories. They teach in the nation's largest urban school systems, as well as in rural districts comprised of a single school. Throughout the year, via the Culturally Responsive Practitioner's Exchange (CRPE), they considered the implications for their school communities of several educational reform issues and shared their thoughts with program participants. Specifically, the Fellows examined curriculum reform, content standards, the social context of schooling, practice and pedagogy, professional development, and PK-12 assessment. Each topical dialogue was designed and facilitated by a nationally recognized expert (i.e., Kathryn Au, Mary Dilworth, Gloria Ladson-Billings, Gene Maeroff, Charlene Rivera, Stephanie Robinson, and Charles Stansfield).

On May 28-29, 1998 AACTE convened a forum, which brought together Fellows from across the nation. Participants collaborated on devising strategies for translating the previous year's work into effective policies and practices that promote learning among youngsters from racially, ethnically, and linguistically diverse backgrounds. The AACTE-MetLife Spring Forum featured presentations by well-known teacher advocates, Mary Futrell and Marilyn Cochran-Smith, as well as lively exchanges among teachers whose voices are seldom heard on the national stage. Clearly and passionately they offered their perspectives and experiences on some of the most critical issues of the day.

Perhaps the most essential lesson to be distilled from the Fellows' deliberations is captured by Paulo Freire's charge to educators:

> . . . it is absolutely necessary that educators act in a way consistent with their choice—which is political—and furthermore that educators be ever more scientifically competent, which teaches them how important it is to know the concrete world in which their students live, the culture in which their students' language, syntax, semantics, and accent are found in action, in which certain habits, likes, beliefs, fears, desires are formed that are not necessarily easily accepted in the teachers' own worlds. (Freire, 1998, p.72)

In many ways, the perspectives of these teachers are similar to those of most well-meaning adults and educators. What is different is that their voices are possibly more authentic in that they represent those who are in the field, in schools and classrooms with real children, facing real teaching and learning challenges on a daily basis.

What follows is a synopsis of major themes and recommendations that emerged from the Institute.

Summary and Recommendations

Practice and Pedagogy

A teacher must not have favorites and does not separate the poor from the rich and the not-so-intelligent from the intelligent. (Zandile, 12, Zimbabwe) [2]

The AACTE-MetLife Fellows feel that more teachers must be taught how to engage and instruct culturally diverse students and equipped to understand issues and circumstances that are relevant to their students' homes and communities. The Fellows relate countless tales of occasions where students' cultural knowledge is invalidated, language ability is ignored, and natural enthusiasm for learning is diminished by teachers' lack of skill, knowledge, or sensitivity. For instance, one Fellow writes, "I feel as though I'm still 'taking a stand' when I greet, talk or call to kids in the hall in Spanish." He feels that many of his colleagues are blind to the "cultural capital" that many students bring to the table.

> ***"...culturally relevant practice is a philosophy and belief system that is grounded in the educability of the learner, the worth of the students and the need for social justice."***
>
> Gloria Ladson-Billings
> University of Wisconsin Madison

All students, particularly students who are from disenfranchised and/or of diverse cultural backgrounds, must be validated rather than disregarded, by teachers, schools and school systems, and institutions of higher education. For instance, this may be accomplished by in-school consideration of out-of-school occasions and incidents. Many students complain that the teachers and administrators do not seem to pay attention or care about them unless they do something disruptive, or even violent, in order to stand out. Further, culturally diverse students can be even more alienated since they frequently go through the whole day without seeing someone of their background in a position of authority. Most importantly, if students do not feel that their language and culture are respected and reflected in teaching, they may not "buy into" the school academic culture.

On matters of practice and pedagogy, the Fellows worked through an exchange crafted by Gloria Ladson-Billings, author of the award-winning book *The Dreamkeepers* (1994). In response to her question, "What does it mean for students to be in classrooms year in and year out without seeing teachers of diverse racial/ethnic groups?" the Fellows clearly saw merit in a racially, ethnically, and linguistically diverse faculty but were very clear in their conviction that a good teacher is a good teacher. They were asked to consider their successes and struggles with students and to compare their own experiences with that of many neophyte teachers who frequently identify "[the object of their] struggles as African American boys." In her analysis of responses to her questions, Ladson-Billings' notes that the Fellows seemed to reflect more sensitively and with greater care than is typically exhibited by teachers: "In most cases, race or ethnicity

had nothing to do with success or failure. Teachers talked about their success (or failure) in making a connection with students that allowed a relationship of trust to develop. From this foundation of trust, students seemed more willing to take risks and try some new things."

Recommendations:

- All students, but particularly students who are from historically disenfranchised or vulnerable groups, must be validated rather than disregarded by teachers, schools, and school systems.
- Practice should be based on research and conceptual knowledge that includes strategies for educating diverse learners.
- Effective pedagogy incorporates authentic, meaningful experiences and materials, which are linked to children's lives, into classroom practice and co-curricular activities.

Curriculum Reform

A good teacher answers the needs of the pupils and not only the needs of the chosen programme. (Omar, 12, Morocco)

Students enter school with all types of information and knowledge, an assortment of cultural norms, and varying ideas about behavior and how to learn. Students are less likely to succeed in school when they feel disconnected from the curriculum or when they think that school is not about them and has no relevance to their lives. Frequently, instructional materials assume a background knowledge that youngsters simply have not had the occasion to acquire.

Kathryn Au, widely recognized for her work with developing culturally responsive curricula for indigenous Hawaiian youngsters, challenged the Fellows to look at the types of curriculum reforms that were being implemented in their schools and to identify barriers to implementation that they found. Parental involvement was noted by the Fellows as critical in reform measures that are intended to be culturally responsive. They indicated that many parents are already involved in numerous school activities. The Fellows urge greater and genuine parental involvement in a number of areas (e.g., development and implementation of curriculum standards and accountability in meeting the standards). In their view, parents are experts on their children and understand many of their children's needs. Their knowledge of their children's background, experiences, and requirements is especially important in the frequent instances when teachers do not share the students' backgrounds.

A feeling of parental and community ownership in the kind of knowledge and skills that are offered in the schools significantly enhances the support that students receive in meeting high standards. It is equally important that teachers thoroughly understand the goals, expectations, and measures associated with content standards and receive adequate professional development to implement them.

The Fellows feel that curriculum and instructional materials far too often do not reflect students' cultures and knowledge bases and are frequently empty, meaningless, and wasted resources. At the same time, compared to their peers, these teachers have the experience, knowledge, and ability to develop, identify, and use information and materials to supplement what is officially offered and prescribed in their work. Generally, as far as issues of curriculum reform are concerned, these teachers have a moderate level of frustration with changing fads and requirements, but at the same time, they seemingly feel more empowered to do something about it than other teachers.

Recommendations

- It is essential that content standards are clearly and broadly understood and articulated to teachers, students, parents, and the general community.
- Textbooks and curriculum, which support content standards, must coincide with students' cultures and knowledge bases.

Social Context

A good teacher not only gives the lessons, but much more than that: she gives us new ideas and explains to us our doubts. She makes the classes an amusement and not a prison. (Catarina, 10, Portugal)

Children do not stop learning when they exit the school building; everything they do can become a learning experience. If schools effectively share information about what they are trying to teach with the local community, then parents, employers, political leaders, and community members can become an important part of efforts to help children achieve. Also, parents and others in the community have a right to know what the school is trying to teach their children. Educators must ensure that all students and parents fully understand achievement and performance standards if students are going to be held accountable for meeting them.

> ***"When the community expects all children to succeed academically, it sends a strong message."***
>
> Tracy Callard
> Horace Mann Foreign Language
> Magnet Elementary School
> Wichita, Kansas

> ***"...persons that teach our students in need should be from the same background or at least have some understanding of what being in need really is...teachers should have a strong desire to educate, real world information relative to the needs of at-risk students, and a willingness to learn about and respect the culture(s) of the students and community to whom they are accountable."***
>
> Lisa Green Franklin
> Booker T Washington High School
> New Orleans, LA

Gene Maeroff, noted author of *Savage Inequities and Altered Destinies: Making Life Better for Schoolchildren in Need,* guided the exchange on social context. In his commentary on the Fellows' responses to the assignment he devised, Maeroff indicates that the teachers thought "deeply about the impediments that poverty places in the way of many learners."[1] He noted that they recognize the importance of high expectations and the value of "broadening experiences" and providing the "extras"; although experiences can hardly be considered extras if all students are to have an equal chance.

Maeroff also commented, "Ties that a school forms with the immediate neighborhood and with the broader community can go a long way toward ameliorating some of the economic disadvantages that afflict children." Students, particularly students living in poverty, need advocates. Parents and community members are more likely to be effective advocates for children, as well as more helpful to schools, if they understand the culture of the school and the classroom.

Recommendations

- Homes, schools, and communities must reconnect and strengthen their relationships and ties with each other.
- Educators and the entire community must set high expectations for all students from all families regardless of their socioeconomic status, and cultural, or linguistic background.

Content Standards and Student Assessment

I like a teacher who helps me think and get answers for myself. (Sicelo, 9, Zimbabwe)

A critical issue among the Fellows is what they perceive to be the misalignment of standards, curriculum, practice, and assessments. Students cannot benefit from standards without an appropriate educational context designed to help them meet the requirements. All teachers and administrators must receive effective training in standards implementation and testing in order to use them constructively. Teachers and administrators must be familiar with the standards and how to prepare students to meet them.

> ***"Rather than an end in itself or only an indication of the student's knowledge, the assessment task should be seen as one means of expanding the teacher's understanding of the depth and breadth of learning experiences the students need if they're going to master the content required to meet the standard. In one sense, the assessment becomes less of an indication of what the student knows, and more of an indication of what the teacher needs to learn."***
>
> Stephanie Robinson
> Education Trust

In an exchange designed by Stephanie Robinson, a principal partner with the Education Trust, the Fellows were asked to assess the cultural responsiveness of a task found in a state assessment. They were challenged to determine whether the task was simultaneously rigorous, relevant to their students' background and culture, and pedagogically appropriate. According to Robinson, the Fellows left no doubt that culturally responsive pedagogy and academic rigor can and should go hand-in-hand; one does not have to be sacrificed for the other. They are sensitive to the cultural dissonance inherent in some learning settings and the need to provide learning opportunities that respect cultural differences and create learning contexts that include the students' world. Most of the Fellows were able to revise the context of the assignment to include experiences familiar to their students. They underscored the need for creative initiative among teachers and administrators so that when the prescribed materials or tasks are inappropriate, alternatives that are rigorous and culturally sensitive can be crafted without inadvertently lowering standards in the name of cultural responsiveness.

Gloria Ladson-Billings's exchange on practice and pedagogy also elicited views on standards as they relate to low scores of many African American teachers on the National Board for Professional Teaching Standards (NBPTS) certification examination. She reflects, "If we adopt standards, can we agree on a uniform application of them?" Her experience suggests that the more traditional approach to teaching, which seems to

predominate in the practice of teachers of color, is unlikely to be regarded as exemplary by groups like the NBPTS.

In the Fellows' view, assessments must be unbiased and include attainable benchmarks. Assessments must be considered tools and not prescriptions for learning. In their experience, if all students entered school with equal opportunities and resources and had similar backgrounds and interests, then it would be fair to hold them all to the same standard. In the real world, tremendous differences exist among students, differences which must be taken into account by educators.

According to these teachers, assessments are not the answer to education's problems, nor are they a way of accurately measuring students' potential. They merely provide a snapshot of a student's achievement at one moment in time compared to a performance standard that may or may not be realistic. In this groups' opinion, too many assessments and standards are not realistic for students who are not already familiar with the cultural context of the presented material.

For the exchange on assessment, Charlene Rivera and Charles Stansfield, nationally recognized for their work in the areas of equity, language, and linguistics, asked the Fellows to review their forthcoming article *Leveling the Playing Field for English Language Learners: Increasing Participation in State and Local Assessments Through Accommodations*. They posed a number of questions for the Fellows on the subject of accommodations for English language learners involved in formal assessment programs.

When asked their feelings about the term "limited English proficient," the Fellows strongly endorsed the use of an alternate (i.e., "English language learners"). One Fellow mentioned that she had been appalled to find the term "subnormal" used in England to refer to students. Others pointed out that the term English language learner emphasizes a transitory situation, whereas limited English proficient sounds permanent. Some Fellows lamented that knowledge of a non-English language is not appreciated to the extent that it should be in school systems across the nation. Rivera and Stansfield note that traditionally, English language learners have been excluded from formal assessment programs and asked the Fellows' opinions as to why this occurs. The Fellows responded that English language learners have been excluded for both good and bad reasons. Good reasons included protecting the students from an assessment which they were not prepared to take. Bad reasons included protecting the district from fallout from English language learners' low test scores. Some Fellows felt that their districts were not truly concerned about English language learners' progress or performance.

Fellows generally felt that inclusion in district or building assessments, when appropriately managed, will build self-confidence and experience in test-taking, develop English language skills, and expose students to standards-based instruction. Some Fellows felt that current tests are unlikely to benefit students. Still others felt that tests should be available in the student's native language.

Fellows generally considered assessments to be limited by the degree to which the assessment measures what the school actually teaches. We cannot expect to hold all students to the same standards if we provide a system that does not allow equal access to knowledge being tested.

Recommendations

- Developers of standards and assessments should consider the needs and circumstances of diverse students and include them in the testing and evaluation process.
- There is a need for greater and genuine parental involvement in a number of areas (e.g., development and implementation of curriculum standards and accountability in meeting the standards).
- Curriculum standards must be clearly and thoroughly articulated to and understood by teachers, students, and parents.
- Adequate training on standards should be available to all stakeholders (e.g., teachers, administrators, parents) to ensure that standards and assessments are aligned.
- Professional development should be available to ensure that teachers and administrators understand the various forms of PK-12 testing.

Professional Development

To become a good teacher, you not only teach the children but you also learn from them. (Tapsolo, 12, Burkina Faso)

AACTE-MetLife Fellows emphatically believe that local, state, and national professional development policies must allow teachers as professionals to have and to make choices about what they will study. They argue that teachers are in the best position to recognize their strengths and weaknesses and have the professional integrity to select the most useful course of study. Their experiences suggest that communities and schools can be very different and have different needs, thus calling for a wider range of professional development formats and topics than are currently available and accessible to them.

It is clear to this group of teachers that, in many cases, they were trained to educate the "typical" student. These teachers have often had difficulty with more diverse classrooms or becoming acclimated to and understanding a diverse school culture. They further identify situations where professional development has helped them learn how to better teach their students, as well as situations where policy and financial constraints limit the freedom of schools to design programs that complement student needs.

> ***"I think hard talk (or honest talk) is very important. If we are expecting teachers to change, they must have an opportunity to reflect on letting go of old ways of doing things. This process can be very painful and emotional for some people...I find hard talk very beneficial in dealing with equity issues.."***
>
> Linda Fulmore
> Phoenix Union High School District
> Phoenix, AZ

The Fellows advocate basing the mission and goals of professional development on the goals and needs of schools and teachers. Time for active learning, reflection, collegial activity, and alternative professional work should be built into the school day and should be broader than the format of transmitting *best practices*. Also, they find that having active teachers meet to work on actual problems in their school is a more effective form of professional development than passively listening to a lecture.

In the exchange on professional development, the Fellows responded to an article written by Marilyn Cochran-Smith and questions posed by Mary Dilworth. It is clear from their responses that while a range of professional development opportunities is available, very little of it focuses on issues of diversity.

Recommendations:

Teachers, administrators, and institutions of higher learning must work together to create quality culturally inclusive staff development programs that:

- identify issues, practices, and strategies for teaching and relating to a diverse student population;
- coordinate the goals of teacher education programs with the needs and practices of schools;
- identify teachers who can serve as coaches to share their experiences with others;
- provide appropriate time and funding;
- allow for the infusion of culturally and linguistically diverse content throughout the curriculum;
- establish a stated mission and objective for professional development that creates a community of learners among teachers in order to reach greater levels of achievement for all students; and
- establish reciprocal arrangements between school districts and institutions of higher learning to foster ongoing dialogue and encourage peer coaching, co-teaching, and sharing of ideas.

Notes

1. See Abdal-Haqq, 1995; Cochran-Smith, 1991; Holmes Group, 1991; Miller & Silvernail, 1994.

2. Quotes from E. Khawajkie, A. Muller, S. Niedermayer, & C. Ungerth Jolis, (Eds.). (1996). *What Makes a Good Teacher? Children Speak Their Minds.* New York: UNESCO.

3. G. Ladson-Billings. (21 January 1998). *Responses to Culturally Responsive Practitioners' Exchange #3.* Internal memorandum to Institute on Culturally Responsive Practice.

Note: At the conclusion of each Culturally Responsive Practitioners' Exchange (CRPE) discussion, the facilitator submitted to Institute program staff commentary on the Fellows' responses.

4. G. Maeroff. (1998 , March). *Commentary on responses to CRPE #4.* Internal memorandum to Institute on Culturally Responsive Practice.

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The AACTE-MetLife Fellows 1997-1998

Terri Austin
Chinook Charter School
Fairbanks, Alaska
Nominator: University of Alaska - Fairbanks

Terri Austin teaches grades K-8 at Chinook Charter School in Fairbanks, Alaska and methods courses to preservice teachers at the University of Alaska - Fairbanks. She is an active member of the Alaska Teacher Research Network, a member of the editorial board of the *Journal of Teacher Research* and a National Writing Project fellow. She is also author of *Changing the View: Student-Led Parent Conferences*, published by Heinemann in 1994. She has an M.A. in Language and Literary Methods from the University of Alaska and is completing her Ph.D.

Kathleen Bench-Martin and Philip Decker
Waldo Middle School
Salem, Oregon
Nominator: Waldo Middle School, Salem, OR

Kathleen Bench-Martin and Philip Decker team teach in an ESL program at Waldo Middle School in Salem, Oregon. One component of their program is a weekly trip to the Humane Society where students can practice their English while interacting with staff and the animals. They both serve grades 6-8. Decker teaches ESL and newcomer and health education. Bench-Martin teaches ESL literacy, ESL math, and ESL reading. In addition to the Humane Society trips, they supervise ESL students who run a morning school supply store in addition to activities with a nearby homeless shelter.

Patricia Bode
Wildwood Elementary School
Amherst, Massachusetts
Nominator: University of Massachusetts - Amherst

Patricia Bode teaches art in grades 1-6 at Wildwood Elementary School in Amherst, Massachusetts. She is a parent council volunteer and is pursuing graduate studies in multicultural education at the University of Massachusetts. She received a 1995 *World of Difference Award* from the Anti-defamation League; she is the author of *Cultural Connections Through Art*, a curriculum handbook; and she is the administrative director for the Deerfield Academy Summer Arts Camp.

Tracy T. Callard
Horace Mann Foreign Language Magnet Elementary School
Wichita, Kansas
Nominator: Wichita State University, Wichita, KS

Tracy Callard teaches 4th graders in a bilingual classroom at Horace Mann Foreign Language Magnet Elementary School in Wichita, Kansas. She is also a clinical faculty associate working with Wichita State University in the development of a professional development school. Callard is an ESL/bilingual teacher for the district's summer school and a reading and math tutor at the children's psychiatric unit of Charter Hospital. Although she no longer practices, Tracy is also an attorney.

Viola L. Carlile
Walker Middle School
Salem, Oregon
Nominator: Walker Middle School, Salem, OR

Viola "Vye" Carlile teaches ESL transitional English, social studies, and science for grades 6-8 at Walker Middle School in Salem, Oregon. She is co-vice president of the local chapter of the International Reading Association, a teacher consultant for National Geographic, and a member of the Capital Reading Council and the American Association of University Women. She has recently established "Cafe' Bilingue" that brings together ESL students and Spanish students at Walker to share food, conversation, and friendship. She is also the author of *A Parent's Survival Guide to Middle School,* which will be translated into Spanish and sold in local stores to support Cafe Bilingue. She has her doctorate in education from the University of Texas in Austin. Her dissertation examined the change process in the Hauptschule in Austria.

LaShawn Routé Chatmon
Berkeley High School
Berkeley, California
Nominator: The Multicultural Alliance, San Francisco, CA

LaShawn Routé Chatmon teaches ethnic studies and African American history for grades 9-12 at Berkeley High School in Berkeley, California. She is a Diversity Team member, co-sponsor of the African American Student Union, and cheerleading coach for the school. She has also been a Multicultural Alliance (San Francisco, CA) fellow.

Eva M. Doyle
Campus West School
Buffalo, New York
The State University of New York - Buffalo

Eva M. Doyle teaches 5th grade at Campus West School in Buffalo, New York. She has devoted significant time to emphasizing African and African American history to her students, school, and community at large. She established and now coordinates a resource center for African and African American history and culture at Campus West School. She is a columnist for the *Buffalo Criterion,* and *Today's Chronicle* in Chicago, Illinois. She has also served as a clinical faculty member to the University of Buffalo's BRIET program (Buffalo Research Institute on Education for Teaching).

Lisa Franklin
Booker T. Washington High School
New Orleans, Louisiana
Nominator: Xavier University of Louisiana, New Orleans, LA

Lisa Franklin teaches biology to grades 9-12 at Booker T. Washington Academic & Vocational Magnet School in New Orleans, Louisiana. In her classes, Lisa incorporates activities designed to connect students' classroom studies to real world science-based concerns and to give them opportunities to give back to their community. For example, her class has participated in the New Orleans AIDS Task Force NO-AIDS walk-a-thon. Lisa currently serves as a school-based staff developer.

Linda M. Fulmore
Phoenix Union High School District
Phoenix, Arizona
Nominator: Self-nomination

Linda Fulmore teaches grade 9-12 mathematics, integrated mathematics, and precalculus, in the Phoenix Union High School District in Phoenix, Arizona. She has participated in the Teacher Leadership Corps sponsored by Quality Education for Minorities (Washington, DC), the Equity in Mathematics Education Leadership Institute (Santa Barbara, CA), and was recognized as Overall Teacher of the Year and High School Teacher of the Year by the William H. Patterson Lodge, Grand Canyon Temple (Phoenix, AZ). She has presented at state, regional, and national conferences of the National Council of Teachers of Mathematics and the Arizona Association of Teachers of Mathematics. She is involved with the Phoenix Urban Systemic Initiative, Teacher as Researcher Project, and Instructional Leadership Training program, and has participated in the Phillips Exeter Summer Academy for urban mathematics teachers.

Junius Harris
Manhattan Country School
New York, New York
Nominator: Manhattan Country School

Junius Harris teaches 6th grade at Manhattan Country School in New York City. He is recognized as a master teacher in social studies, literature, drama, music, and math. This year's curriculum includes oral histories, photographs and videos of his trip during the summer of 1996 traveling from Atlanta to Montgomery to Memphis. He emphasizes bringing real experiences to his classroom.

Min Hong
P.S. 11
New York, New York
Nominator: Teachers College, Columbia University, New York, NY

Min Hong teaches 1st grade and serves as math leader for P.S. 11, facilitator for an early literacy course for the district, and a resident teacher for the professional development lab. She published an article in *Instructor* magazine, authored a children's book, *Friends*, and co-authored a teacher reference book, *Spelling Strategies That Work*. She is currently pursuing her doctorate in the Department of Curriculum & Teaching at Teachers College, Columbia University.

Teresa Iturriria
Guadalupe Union School District/University Center for Teacher Education
California Polytechnic State University
San Luis Obispo, California
Nominator: California Polytechnic State University, San Luis Obispo, CA

Teresa Iturriria is a teacher-in-residence on the faculty at the San Luis Obispo University Center for Teacher Education of the California Polytechnic State University. She teaches courses in classroom management and critical issues in K-8 curriculum, as well as serving as a university facilitator at Oakley Elementary School, a Santa Maria-Bonita partner school. Prior to this appointment she taught bilingual kindergarten at Mary Buren Elementary School.

Glorianne Jackson
P.S. 226
New York, New York
Nominator: New York University, Professional Development Laboratory, New York, NY

Glorianne Jackson is a Resident Teacher with the Professional Development Laboratory (PDL) and teaches computer technology and arts at P.S. 226, a school for students with autism, mild retardation, emotional problems, and delayed language development. Prior to coming to PS 226, she was an assistant professor at Marymount Manhattan College, teaching dance and critical thinking skills. This last holiday season, the district superintendent used cards featuring computer-generated art created by students in Ms. Jackson's class.

Martha R. Kilgore
E.S. Richardson Elementary School
Minden, Louisiana
Nominator: Louisiana Tech University - Ruston

Martha Kilgore teaches 1st grade at E.S. Richardson Elementary School in Minden, Louisiana. She has been recognized for her elementary math teaching skills, both as a presenter at meetings of the National Council of Teachers of Mathematics and by the National Science Foundation, as Louisiana's Presidential Awardee for Outstanding Teaching in Elementary Math in 1994. She is involved in the implementation of the Louisiana Mathematics Frameworks, presents workshops for manipulative mathematics at the local, state, and national levels, and is a Girl Scout leader.

Frances Diaz McDonald
George Washington High School
Mangilao, Guam
Nominator: University of Guam - Mangilao

Frances McDonald teaches 10th grade English at George Washington High School in Mangilao, Guam. She serves on the district accreditation committee, is an advisor to the Guam Teacher Corps and the Future Educators of Guam, serves on the Parent Teacher Advisory Council, and has been a Micronesian Student Sponsor. She was instrumental in the production of a video released by the Guam International Reading Association Read-a-thon in 1995 for Guam Television.

Karen B. Morris
Centennial Elementary School
Colorado Springs, Colorado
Nominator: Colorado College-Colorado Springs

Karen Morris teaches 1st grade at Centennial Elementary School in Colorado Springs, Colorado. Morris is the "Earth Station" Coordinator (a nature center at Centennial), teaches 2nd and 3rd graders in the Colorado College Summer Program for Gifted Children, and is the science coach at Centennial. She is a cooperating teacher for the Master of Arts in Teaching candidates at Colorado College.

Anita Rinehart Nedeff
Central Elementary Professional Development School
Morgantown, West Virginia
Nominator: West Virginia University - Morgantown

Anita Rinehart Nedeff is Title I Reading Specialist, grades K-6, at Central Elementary Professional Development School in Morgantown, West Virginia, a professional development school connected to West Virginia University. She has been recognized by Monongalia County as Reading Teacher of the Year as part of the U.S. Secretary of Education's recognition of Exemplary Chapter 1 programs and by the International Reading Association for playing a significant role in West Virginia's Exemplary School for 1996. She has served on the West Virginia Children's Book Award Committee and as liaison for ESL families in the Morgantown community.

Stacy Shipley
Fairview Elementary School
Olathe, Kansas
Nominator: Emporia State University, Emporia, KS

Stacy Shipley teaches 2nd grade at Fairview Elementary School in Olathe, Kansas. She completed her final year of undergraduate teacher preparation at the Emporia State University Professional Development School in 1994-95. At Fairview, she serves on the Spelling Design Team and the Social Studies Design Team, is one of two Technology Assessment Pioneers (investigating technology as a tool in authentic performance-based methods), and is on the Staff Development Council.

Kathy Conville Sims
Simsboro School
Simsboro, Louisiana
Nominator: Louisiana Tech University, Ruston, LA

Kathy Sims teaches 2nd grade at Simsboro School in Simsboro, Louisiana. She is a leader in the Alpha Beta Honor Society at Simsboro, as well as a member of Kappa Kappa Iota, a professional organization for teachers. She also volunteers as a 4-H livestock sponsor. She was selected 1997 "Elementary Teacher of the Year" for Lincoln Parish and Simsboro School. She was also selected for "Who's Who Among America's Teachers" for 1996.

L. Victoria Smith
Spring Hill Elementary School
Huntington, West Virginia
Nominator: Marshall University, Morgantown, WV

L. Victoria Smith teaches 3rd grade at Spring Hill Elementary School in Huntington, West Virginia. She is chair of the Cabell County Multicultural Education Council and serves on the Race Relations Task Force and the Board of Directors for HOSPICE and Barnett Child Care Center. She is a recipient of the 1996 Milken Family Foundation Teacher of the Year Award and was Cabell County Teacher of the Year for 1995-96. She recently organized a community-wide effort to collect funds to support the family of one of her students who was killed in an accident.

Ronda Tischer
Chinle Primary School
Chinle, Arizona
Nominator: Mount Vernon Nazarene College, Mt. Vernon, OH

Ronda Tischer teaches grade 1-3 reading at Chinle Primary School in Chinle, Arizona. Chinle Primary is on the Navajo Reservation and has about 780 students, more than 300 of whom are involved in Tischer's Electronic Bookshelf program, which encourages students to take books home and read to their families. The program began in 1994, with 8 students making their first quarter's goal; in 1996, there were 200. Participants read a required number of books, and Tischer has found that even reluctant readers go beyond the requirements.

Delores Ann Townsend
Northwest High School
Indianapolis, Indiana
Nominator: Northwest High School, Indianapolis, IN

Delores Townsend teaches grade 9-12 English and publishing at Northwest High School in Indianapolis. She was instrumental in creating Northwest High School Publishing Company, a cooperative effort involving her students and "visiting faculty" from the publishing industry. They plan to publish a magazine of student services related to school-to-work issues.

Robyn Ulzheimer
P.S. 87
New York, New York
Nominator: P.S. 87, New York, NY

Robyn Ulzheimer teaches 1st grade at P.S. 87 in New York City. She is also a clinical faculty instructor at Teachers College, Columbia University. She designed and implemented a curriculum unit called "The Lightning Post Office," which was featured as part of the video project "Images of Practice," by the National Center for Restructuring Education, Schools and Teaching. "The Lightning Post Office" is a curriculum based on the model of the neighborhood, in particular, the post office. She has served as the chair of the School-Based Management committee and as a mentor for new teachers and student teachers.

Beverly S. Wilson
John R. Good Elementary School
Irving, Texas
Nominator: University of North Texas, Denton

Beverly Wilson teaches 4th and 5th grade at John R. Good Elementary School in Irving, Texas. During her tenure at John R. Good, she has been involved in mixed-age classrooms, the Math Lab, and the Spanish as a Second Language, Extended Day Literacy, and Inclusion programs. She is a member of the Campus Reading Committee and the Family Faculty Club Board, President-Elect of Alpha Delta Kappa's Beta Beta Chapter and has served on the Teacher Advisory Board of the University of Dallas.

Brian L. Wright
Westhaven Elementary School
Portsmouth, Virginia
Nominator: Norfolk State University, Norfolk, VA

Brian Wright teaches 4th grade at Westhaven Elementary School in Portsmouth, Virginia. In his classroom, he started an Opera Club, which features guest instructors from opera groups, learning basic information about opera, and attendance at local opera performances. The club is now launching a signature program of the Make a Wish Foundation, "Kids for Wish Kids," through which they will plan a variety of activities to raise money to grant special wishes to children with life-threatening diseases. He has been a presenter at local and state conferences, as well as at the Annual National Association for the Education of Young Children Conference.

Culturally Responsive Practitioners' Exchange (CRPE)

Fellows received six resource kits during the course of the CRPE. Each kit included a brief overview of the topic (i.e., content standards, curriculum reform, practice and pedagogy, social context, professional development, and student assessment); discussion questions or tasks; and related reading or resource material. The following piece by Gloria Ladson-Billings was included in CRPE #3, Practice and Pedagogy, and provides a succinct example of the resource materials offered, as well as the issues addressed, in the exchanges.

Culturally Responsive Practitioners' Exchange

Practice/Pedagogy

Gloria Ladson-Billings
University of Wisconsin-Madison

In this era of education and school reform much discussion has revolved around technical changes in curriculum content standards, school organization, scheduling, and teacher credentialling and certification. Initially little attention was paid to the work of the teacher, the nature of instruction, or more broadly, conceptions of pedagogy. The 1986 Carnegie Commission report, "A Nation Prepared", while not directly tied to the nature of teaching, did serve as a catalyst for the development of the National Board for Professional Teaching Standards (NBPTS). NBPTS began to create some opportunities for looking at the practice of exemplary teachers.

The early discussions concerning exemplary teachers and their work narrowly defined notions of good teachers. Indeed, scholars of color such as Lisa Delpit, Michele Foster, Etta Hollins, Joyce King, and Gloria Ladson-Billings began raising counterclaims to the idea that good teaching/pedagogy is comprised of a set of generic skills relatively unimpacted by contexts of culture, race, ethnicity, language, and socio-economic status. Ladson-Billings's work has been tied directly to both empirical and theoretical issues of culturally relevant pedagogy. This work differs somewhat from the anthropological work of Au & Jordan, Erickson & Mohatt, Cazden & Leggett, which is termed either culturally responsive, culturally congruent, or culturally compatible. These scholars, all sociolinguists, have focused more on the speech and language participation structures in classrooms in Hawaiian and Native American classrooms. Ladson-Billings's empirical work has looked at pedagogical practices of successful teachers of African American students. Theoretically, she looks at the construction of pedagogical practice as a crucial element

in the success of underserved students. Three critical aspects of culturally relevant practice are academic achievement, cultural competence, and socio-political consciousness.

Briefly, *academic achievement* refers to a teacher's focus on the intellectual growth of the students. This should not be confused with a preoccupation with covering material or "getting things done." Rather, teachers who focus on students' academic achievement know what students' strengths and needs are and plan an educational experience for them that builds on the strengths and addresses their needs. For example, a teacher focused on academic achievement does not merely say, "Markita is reading on a third grade level," because that fails to tell us very much. Instead, the teacher might say, "Markita is capable of reading third grade books and is strong at decoding words. She does not yet read with expression. Right now she seems to focus on getting the words right. We will need to work on improving her comprehension, to insure that she really understands what she reads. My plan is to immerse her in a print rich environment and read to and with her regularly. I have a set of texts I plan to send home with her that she can read for enjoyment."

The teacher focused on academic achievement is not governed by test scores in that she or he does not teach to them. However, such a teacher does not fear assessment. S/He welcomes assessment and uses a variety of assessments to be able to judge students' intellectual progress. When students' standardized test performance does not conform to what the teacher knows about a students' intellectual growth, the teacher has a wealth of counter evidence with which to challenge that one performance. The teacher also investigates what aspects of a standardized measure were difficult for students and makes appropriate adjustments in teaching.

Second, culturally relevant teachers understand that academic achievement does not occur in a vacuum. If that were the case, much of what is taught could be done without a teacher. The teacher, classroom, school, home, and community provide a particular context for learning. That context can enable or disable learners. One of the ways that teachers enable student learning is by helping students to connect in positive ways with their own cultural backgrounds, particularly when those backgrounds have been regarded by the school and other social institutions as low status and lacking in value. But helping students become *culturally competent* requires particular kinds of pedagogical skills. It is not merely trying to valorize cultural groups or presuming that because a student has an obvious racial or ethnic identification that she or he wants to be held up as the exemplar of the entire group. Helping students become culturally competent requires that teachers become students of the learners in their classrooms. They watch and listen to students carefully to decipher what is important in students lives and devise ways to incorporate these things into the classroom.

Finally, in addition to ensuring that students achieve academically and are culturally competent, culturally relevant teachers understand that ultimately their work is to prepare students for their roles as citizens in a democratic and diverse society. That role

requires individuals who are willing to grapple with the concerns of the common good. This requires *socio-political consciousness.* This term refers not only to the perfunctory citizen behaviors such as voting and obeying laws, but also the tough work of engaging in public talk, challenging injustice and inequity, and casting a critical eye on the institutions and structures of the society. These teachers want their students to be able to ask hard questions about the way things work or don't work. As proud as one might be about students' academic performance, this performance means little if it is not coupled with a sense of concern for others and a desire to have democracy live up to its promise.

The late author, James Baldwin, suggested that no society really wants educated people because educated people are dangerous people. However, culturally relevant teachers do want to create educated people. They want a role in creating "dangerous minds"—dangerous to the forces of racism, dangerous to the forces of sexism, dangerous to injustice and oppression. Thus, culturally relevant practice is a philosophy and belief system that is grounded in the educability of the learner, the worth of the students and the need for social justice.

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Culturally Responsive Practitioners' Exchange Facilitators

KATHRYN H. AU
Curriculum Reform

Kathryn H. Au is an associate professor in the College of Education at the University of Hawaii at Manoa. Previously, she worked as a researcher, curriculum developer, teacher educator, and classroom teacher at the Kamehameha Elementary Education Program (KEEP) in Honolulu. She is currently developing a teacher education program aimed at increasing the number of Native Hawaiian teachers in schools in their own communities. She teaches undergraduate courses in language arts and research methodology.

Kathy's research interest is the school literacy development of students of diverse cultural and linguistic backgrounds. She has published over 60 articles on this topic, as well as a textbook, *Literacy Instruction in Multicultural Settings.*

Kathy serves or has served on the editorial advisory boards of *Reading Research Quarterly, The Reading Teacher, Journal of Literacy Research,* and *Review of Educational Research,* and was a column editor for *Language Arts.* She has been elected president of the National Reading Conference and vice president of the American Educational Research Association.

Kathy is an active member of the International Reading Association (IRA) and drafted that organization's resolution on cultural awareness. She has been the guest editor for a theme issue of *The Reading Teacher* and has served on many IRA committees. She is president-elect of the newly formed Aloha State Council and was the program chair for Hawaii's first state IRA conference.

Kathy received the first National Scholar Award presented by the National Association for Asian and Pacific American Education. She has been recognized as a Distinguished Scholar by the AERA Standing Committee on the Role and Status of Minorities in Educational Research and was named a fellow of the National Conference on Research in Language and Literacy.

MARY E. DILWORTH

Professional Development

Mary Dilworth is the Senior Director for Research for the American Association of Colleges for Teacher Education and also serves as Director of the ERIC Clearinghouse on Teaching and Teacher Education. She is responsible for the development of a number of research and equity projects and publications.

Before joining the Association staff, Dr. Dilworth worked for Howard University where she served as a Research Fellow with the Institute for the Study of Educational Policy (ISEP) and subsequently as Coordinator of Howard University Hospital's Education and Training unit. Prior to joining the Institute, she was a Senior Analyst with a Washington-based research consulting firm, and has directed federal and local education projects.

Dilworth received a B.A. in Elementary Education and an M.A. in Student Personnel Administration in Higher Education from Howard University. She received an Ed.D. in Higher Education Administration from the Catholic University of America.

Mary Dilworth has served on a number of national education advisory boards including the U.S. Department of Education's National Center for Research on Teacher Learning, the NAACP, the National Urban League, and the National Council of Negro Women. She was elected Secretary for Division K of the American Educational Research Association, serving from 1991 - 1993 and served as Advisory Board Chair for the Teacher Leadership Corps project of the Quality Education for Minorities Program. She also holds membership in Phi Delta Kappa and serves on the community advisory council for the Coolidge High School for the Teaching Professions Program in Washington, D.C.

She has written and edited numerous books, articles and reports, most notably, *Teachers' Totter: A Report on Teacher Certification Issues, Reading Between the Lines: Teachers and Their Racial/Ethnic Cultures, Diversity in Teacher Education: New Expectations,* and *Being Responsive to Cultural Differences: How Teachers Learn.*

Dilworth has been recognized for her contributions to teaching and teacher education and has been honored by Frito-Lay and the National Council of Negro Women as one of the "Black Women Who Make It Happen". She is listed in a number of publications including Who's Who Among Black Americans, Who's Who in the East, and the World Who's Who of Women.

GLORIA LADSON-BILLINGS

Practice & Pedagogy

Gloria Ladson-Billings is an associate professor in the Department of Curriculum and Instruction at the University of Wisconsin-Madison. Ladson-Billings earned her Ph.D. in Curriculum & Teacher Education at Stanford University in 1984. Prior to attending Stanford, she earned a masters degree in education at the University of Washington in Seattle and an undergraduate degree in education at Morgan State University in Baltimore, Maryland.

Prior to coming to the University of Wisconsin, Ladson-Billings was a coordinator of teacher education and an assistant professor at Santa Clara University. She has been a research intern at Far West Regional Educational Laboratory in San Francisco and a teacher and supervisor in Bay Area Public Schools and the Philadelphia Public Schools for more than a decade.

Ladson-Billings is a 1989 recipient of the National Academy of Education's Spencer Post-doctoral Fellowship for her work on successful teachers for African American students. She has written numerous articles and book chapters about this work and other work in multicultural education. Her articles have been published by *American Educational Research Journal, The Journal of Negro Education, Teachers College Record, Theory into Practice, The Journal of Education,* and *Social Education.* She is the author of *The Dreamkeepers: Successful Teachers for African American Children,* published by Jossey-Bass (1994).

Ladson-Billings is a member of several editorial boards including, *Theory and Research in Social Education, Urban Education,* and *Education Policy*. She is a member of the National Research Council's Committee on the Study of Learning and the National Board for Professional Teaching Standards Cultural Diversity and Equity Panel. She was one of eleven social studies educators selected to serve on the National Council for the Social Studies National Standards Task Force.

She is the winner of the 1995 AERA Committee on the Role of Minorities Early Career Award, the 1995 Division K Teaching and Teacher Education Outstanding Research Award, the 1995 National Association of Multicultural Education Multicultural Research Award, the 1996 Research Focus in Black Education Outstanding Black Scholar Award, the 1996 AERA Palmer O. Johnson Award, and the 1997 Society of Professors of Education Mary Ann Raywid Award.

Since the summer of 1994 she, along with colleague Mary Louise Gomez, has served as co-director of the Teach for Diversity elementary teacher certification with master's degree program.

GENE I. MAEROFF

Social Context of Schooling

Gene I. Maeroff is the director of the Hechinger Institute on Education and the Media at Teachers College, Columbia University, in New York City. He has had a long career in education and the media. He assumed his position at Teachers College in 1997 after serving almost 11 years as a senior fellow at the Carneige Foundation for the Advancement of Teaching, a policy analysis group on the campus of Princeton University. In that position, he worked with Ernest Boyer to prepare many reports on policy issues in education. Earlier in his career, Maeroff spent 16 years on the staff of The New York Times where he was national education correspondent.

Maeroff has been an author, co-author, editor, and chapter contributor to many books. He is one of three co-authors of *Scholarship Assessed: Evaluation of the Professoriate,* (1997) from Jossey-Bass Publishers. He has also written a book on the education of needy children that will be published in 1998 by St. Martin's Press.

Maeroff's articles have appeared in many magazines, including such general circulation publications as *The New York Times Magazine, Town & Country, Seventeen, Parade,* and *New York,* and such education periodicals as *Phi Delta Kappan, Teacher, Education Week,* and *The Reading Teacher.*

CHARLENE RIVERA

Student Assessment

Dr. Rivera is director of The George Washington University Center for Equity and Excellence in Education. The Center supports projects that focus on educational reform to improve student opportunities and achievement. As director of the Center for Equity and Excellence in Education, Dr. Rivera oversees the work of several projects primarily funded under the U.S. Department of Education.

The largest of these projects, the Region III Comprehensive Center, was established at The George Washington (GW) University in 1995 to assist states, districts and schools to improve teaching and learning practices in order to help all students achieve challenging content and performance standards. One of 15 regional centers, the Region III Comprehensive Center serves Delaware, the District of Columbia, Maryland, New Jersey, Ohio, and Pennsylvania. As director of the Evaluation Assistance Center (EAC) East which provided technical assistance on student assessment and program evaluation to state and local educators in 27 states working with children with limited English proficiency, Dr. Rivera spearheaded *Promoting Excellence,* a project which produced Guiding Principals and tools for policy makers, educators, and community members to help limited English proficient (LEP) students reach high academic standards. Dr. Rivera lead the team who conducted a national study of state assessment policies in 1993-1994 for limited English proficient students. She currently serves as principal investigator for the Trading Partners Project, a study of promising practices among migrant education programs that promote continuity of services delivered to migrant children.

Dr. Rivera is active in the national network of the educational community. She has served on the Editorial Board of *Educational Measurement: Issues and Practice* and has published extensively on issues related to the inclusion of English language learners in national and state assessment programs. She recently published "Is it real for all kids? a framework for equitable assessment policies for English Language Learners," in the *Harvard Educational Review* and "High school graduation testing: Policies and practices in the assessment of English language learners" in *Educational Assessment.*

Dr. Rivera began her career in education as a bilingual teacher in the Boston Public Schools. She later served as a Spencer Fellow at the National Academy of Education, as well as a Visiting Scholar at the Educational Testing Service, conducting research on the National Assessment of Educational Progress. She holds a doctoral degree in education from Boston University, where she also was a Title VII fellow.

STEPHANIE G. ROBINSON

Content Standards

Stephanie Robinson has over 20 years of experience as a public school teacher, administrator, education advocate, and community activist. She possesses a rare combination of experiences: (1) she has been second in command of a large urban school district; (2) she led a highly respected national organization's flagship education program to link schools and communities, and (3) she has most recently been actively involved in working on federal policy/legislation to support systemic education reform.

Dr. Robinson is currently a principal partner of the Education Trust at the American Association for Higher Education (AAHE). There she led the public information effort for the commission on Chapter 1: disseminating information about the commission's report, "Making Schools Work for Children in Poverty." She provided workshops, developed informational materials, and coordinated public meetings that provided information to a wide range of audiences at the national, state, and local levels. She is committed to and has helped to grow public support for standards-based reform among a wide range of audiences at the national, state, and local levels.

At AAHE, Dr. Robinson is a member of the Education Trust team that provides technical assistance to approximately 20 communities throughout the country where local standards-based reform efforts are underway. She provides information about the new Improving America's Schools Act, (focusing on Title 1) to educators, parents, and advocates, and helps them generate plans for using federal, state, and local resources to support local reform efforts. Using the new Title 1 as a lever for change, she is implementing a project to increase the capacity of community-based organizations to use their local networks as advocates for standards-based reform.

Dr. Robinson has served on numerous national boards and commissions, has worked on education reform with national organizations such as the American Association for the Advancement of Science and the National Science Foundation and has been a spokesperson for school reform, at forums and meetings nationwide. She has worked with national foundations, education organizations, and local school systems to enhance the capacity of parents and communities to become actively and productively engaged in improving education —especially for students of color and poor students. Throughout her career she has worked and advocated for quality education for ALL students.

CHARLES W. STANSFIELD

Student Assessment

Charles W. Stansfield is President of Second Language Testing, Inc., a small business devoted exclusively to the development of second language proficiency instruments, and to practical solutions to problems in the testing of non-native English speakers. His company handled the translation/adaptation of the MCAS assessments to Spanish for Advanced Systems in Measurement and Evaluation, the MDOE's state assessment contractor.

For eight years Dr. Stansfield served as Director of the ERIC Clearinghouse for Languages and Linguistics and the Division of Foreign Language Education and Testing at the Center for Applied Linguistics (CAL) in Washington, DC. Prior to his service at CAL, he was director of TOEFL Research, the Secondary Level English Proficiency Test, the Test of Spoken English, and the Test of Written English at Educational Testing Service (ETS). Before moving to ETS he was a professor of Spanish and applied linguistics at the University of Colorado, where he also served as director of assessment at the BUENO Bilingual Education Technical Assistance Center. Dr. Stansfield is widely respected as a teacher and trainer; currently he conducts 15-20 workshops per year on second language proficiency testing for school districts and colleges. He is author or co-author of a dozen books and 60 articles on language testing. He is currently co-authoring a chapter on LEP accommodations in state assessment programs, which will be part of a volume on student assessment being produced by the Alliance for Curriculum Reform. He is the founding President of the International Language Testing Association and a member of the editorial board of *Language Testing*.

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